

Year 1
Direct Support Professional Training

Student's Resource Guide



Session #11 Leisure and Recreation

**California Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services
1999**

List of Class Sessions

Session	Topic	Time
1	Introduction, Overview of Developmental Disabilities, Values, Diversity	2 hours
2	Communication	3 hours
3	Wellness: Nutrition, Exercise and Safety	3 hours
4	Wellness: Medications	3 hours
5	Wellness: Responding to Individual Needs	3 hours
6	Positive Behavior Support	3 hours
7	Teaching Strategies: Relationships, Task Analysis and Prompts	3 hours
8	Teaching Strategies: Positive Feedback and Natural Times to Teach	3 hours
9	Daily Living	3 hours
10	Individual Rights, Laws and Regulations	3 hours
11	Leisure and Recreation	3 hours
12	Competency Test	3 hours
Total Class Sessions		12
Total Class Time		35 hours

Key Words

In this session, the key words are:

- Leisure
- Community Connections
- Natural Support
- Family, Friends, Associations

Your In-Class Review Notes

Here are some review questions about the presentations and activities for this class session.

Using the words listed below, fill in the blank in each sentence.

first aid supplies

modifying

connector

friends

ASK

information

natural

natural support

specialized

work

FUN

encouraging

generic

1. The number one reason most people participate in recreation is to have _____.
2. Services and supports available to everyone are called _____ supports.
3. It is called _____ an activity if you make changes to make it easier for everyone to participate.
4. Three roles of the DSP in assisting people to participate in recreation is to provide _____, be _____, and act as a _____.

5. Getting support from a regional center is using a _____ service.
6. The first thing you should do to figure out if a support is needed is _____.
7. For children, _____ often are made at school.
8. For an adult, friends are often made at _____.
9. A final thing to keep in mind when supporting a person in a recreational activity is knowing where _____ are kept.
10. If people at work help a co-worker, this would be using _____ support.

Information Brief

Leisure and Recreation

The topic of Leisure and Recreation is one that is particularly important because this can be an area that is neglected when thinking about services for children and adults with developmental disabilities. The following are the definitions for Leisure and Recreation:

Leisure: Time free from work

Recreation: Refreshment of strength after work, play

The word leisure comes from Latin and it means "to be permitted."

Licere (latin): to be permitted

It is interesting that leisure involves the idea of being permitted, since quite often people with disabilities are often not allowed to be in typical leisure activities.

Why do people have leisure and recreation activities?

There are many reasons people participate in leisure and recreation. These include being with friends, relaxing, reducing stress, improving health and fitness, competing, learning new skills, having an outlet for creativity and FUN. Most people would agree that the number one reason people are involved in leisure and recreation is FUN!

Personal style and routine is important.

Everyone has their own personal daily routine. When you have the ability to make your own choices, that routine usually indicates what sort of person you are and what sort of leisure and recreation you prefer. Some people like doing most things alone, while others like activities that involve just one additional person, or a small group or a large group. Some people like a balance of doing things alone or in a group.

The thing to remember is that people with disabilities are often more limited in the opportunities they have for leisure and recreation and they may be dependent on you, the DSP, to connect them to leisure and recreation activities.



Information Brief

The Role of the DSP as a Community Connector

The Direct Support Professional:

Knows the community

The DSP has the responsibility of getting to know the community. The DSP should make a notebook or file that has lots of information about the community in it. This might include:

- Identifying the local newspaper and knowing the sections of the paper that contain information about recreation opportunities and special events
- Locating places where people in the community often get together
- Knowing about the community's transportation, including bus schedules and any special transportation like "Dial-a-Ride"
- Finding out about opportunities for classes and activities through Parks and Recreation, the local Community College and Adult Education
- Contact people for groups such as Boy Scouts, Girl Scouts, the Boys & Girls Club, Special Olympics and the YW/YMCAs

Knows and likes the person he/she supports

It is very important to know and like the person you support. If you do not, the people you and the person you support meet will immediately realize it and it will become impossible to do a good job of connecting. You show you like the person you support by understanding and respecting the person's likes and dislikes and knowing and using his/her method of communicating.

Expects success

It is often said that whatever you expect is most likely to come true. This is true for a DSP as well. You must believe that you will have success in your role of Community Connector. If your expectation is that organizations will be unwilling to allow the person you support to be a part of their group, that is what is likely to happen.

Trust others to be welcoming

You will find that most people in community groups will be welcoming once they understand that the person you support has a genuine desire to be a part of the group and that you will be available to help, if needed.

Forgive easily and build on mistakes

We all make mistakes every day. The DSP must be able to forgive their own as well as others' mistakes and learn from them.

Focuses on gifts and abilities, not “needs”

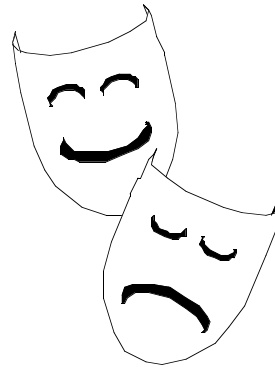
Knowing and appreciating the gifts the person you support has, is a good way to figure what activities might be good to try. Every person has gifts and abilities, and in leisure and recreation we are trying to have fun. The goal is to provide an opportunity for fun...and we have the most fun when we get the chance to use our gifts and have them appreciated.

Understands how to “assist gently”

Assisting gently has a lot to do with respecting the person with a disability. When you assist gently, you are sensitive to what the person wants to do...you are not attempting to force the person to do what you want or think he/she should do.

Have a good sense of humor . . . be willing to laugh

Having fun is very important...and a good indicator of people having fun is laughter. People relax and get to know each other better when they are laughing together.



Activity Checklist:
My Own Leisure/Recreation Style

I prefer activities where I am:

Alone

With a couple of friends

In a big group

When I have free time, I: (circle as many as you wish)

Watch TV

Go to the health club

Read a book

Work on a hobby

Go out to dinner

Travel

Go on a walk

Listen to music

Take a class

Make something

Hang out with friends

Camp

Take a nap

Play on a team

Go shopping

Hike

Go to a concert

Play

Think

Watch sports

Play with pets

(other)

(other)

(other)

(other)

(other)

(other)

Activity: A Good Match!

First, read the descriptions of the following five individuals.

Susan is a young woman in her mid-twenties. She has many important gifts. She loves being around people and is usually happy and outgoing. She smiles often and people respond to her quickly. She has excellent fine motor skills. In fact, she works part time for a computer chip company putting together very small pieces of equipment with tweezers. She is able to understand one or two-part simple directions. At work, she uses an enlarged picture to remind her of how to do her job. She also has multiple disabilities: difficulty speaking, difficulty walking (she uses a wheelchair for long distances), and she understands best when only one idea at a time is discussed. She likes music and pictures in magazines. She also likes to be well groomed and have her clothes match well.

Dionne is eight and he is all boy! He likes to roughhouse with his dad and older brothers, wrestling around on the floor with them. However, he is pretty timid around strangers. Dionne has a hard time staying with any activity for long and he requires a 1:1 aide in school to keep him paying attention to what the teacher is saying or what the assignment is. He can read a little and seems to always choose books or magazines about sports. He is very coordinated and can run quite fast. One concern is that Dionne doesn't seem to have a very good idea about how to keep himself safe...he will run away from people with him and has run into the street a few times without looking.

Sam is in his early fifties. He lives in a home with five other men. Sam keeps to himself a lot, and refuses to go into the living room when the TV is on. All kinds of noise seems to bother him. Sam enjoys music played softly and he also likes to spend time outdoors. He often will pick flowers from the yard and put them in a vase for the dining room table. Sam likes everything to be organized and in its place. Having something moved or being prevented from following his daily routine can result in Sam becoming very upset and screaming...sometimes even hitting himself. Sam does like going out for coffee when there aren't many people in the shop.

Sherril is seventeen and lives with a foster family. Sherril has cerebral palsy and uses a motorized wheelchair to get around. She uses a communication device that prints what she types on a piece of paper. She is able to move her right hand and arm fairly well. She is able to feed herself, but needs a lot of assistance. She goes to a regular high school, where she has resource room support. She intends to transfer into a junior college program when she graduates. She hopes to be able to learn to get more experience with adapted computer equipment so she can get a good job when she's older. Sherril is quite shy and seems to do best with just one other person or in a small group, so there aren't too many conversations going at once.

Diego is in his mid-thirties and doesn't have a lot of skills. He does have a great smile, and it is obvious to everyone he meets when he likes something: he smiles and yells in delight. It is just as obvious when he doesn't like something....he cries and screams. He can feed himself, but he is not able to take care of his toileting needs. He can walk and often takes walks with staff. He also seems to like going in the car, especially if the trip includes a stop at Dairy Queen. He goes to an adult day activity program, where he seems to cry and scream a lot more than he smiles. There isn't a lot to do there that he can take part in, so mostly he just sits for long periods. He has, at times, gotten really upset and has knocked over work tables. But on the days when the "music therapist" comes by, he is always happy. He loves hitting his hand on the table in time to the music.

Next, work with your group on the following page to complete this activity.

Draw a line between each name on the right and at least two activities that seem like a good match based on the information you just read about each person.

1. Taking a class about getting college scholarships

2. Taking a drumming class

Susan

3. Fishing with one other person

4. Joining a soccer team through the “Y”

Dionne

5. Learning to make ceramics

6. Going on a “garden walk” with the garden club

Sam

7. Joining Cub Scouts

8. Learning to play bridge

Sherril

9. Taking a class in water painting

10. Going to a rock concert

Diego

11. Joining the Computer Club

12. Taking a class to learn to swim

Information Brief

Support

Support has become almost a buzz word today in the field of developmental disabilities...it even is included in DSP: Direct Support Professional. Generally the idea of support means things like: looking for strengths, not being judgmental, being a friend, assisting - not doing, encouraging, and "being there" for a person.

Natural supports are something often talked about when working with people with developmental disabilities. For so long there have been very few natural supports in the lives of people with disabilities, particularly adults...or in the case of children, the only natural support has been family members.

Natural supports are services and supports, freely available, from family members, friends, co-workers, and associations of one kind or another (e.g., churches; clubs; community service organizations). Natural supports are for all people and not specifically for people with disabilities.

Natural supports make you feel part of something, give you friends, are your most important relationships, help you, make you feel good.

There are many ways that *natural supports* can assist individuals in leisure and recreation activities, including: helping make friends, being a "buddy", helping

make accommodations, "smoothing the way" if there are problems, leading to more independence, and, besides, they "just feel good."

Generic services are services that everyone in the community uses-they are not just for people with disabilities. Generic services include Parks and Recreation programs, Big Brother/Big Sister organizations, the Boys and Girls club, Boy Scouts and Girl Scouts, any volunteer/service organizations such as Rotary or Lions club or the Chamber of Commerce.

Developmental services include any organization developed to provide assistance solely to people with disabilities and their families. The best known examples are Regional Centers and Special Olympics. Some communities have classes designed especially for people with disabilities; for example, monthly dances through Parks and Recreation, or "Swim Classes for People with Disabilities."



Information Brief

A Closer Look at Natural Supports

One of the goals of the DSP training is to do more in helping people with disabilities have lives similar to the general population. Therefore, understanding the idea of Natural Support becomes even more important. There are a few questions that come to mind:

Is the natural support needed by the person?

Many times a person with a disability doesn't really need any help once he or she becomes familiar with a situation. Or the Natural Support may develop without a DSP's assistance.

Is the natural support available to the person?

Although the most common Natural Support is the family, sometimes family just isn't available. Parents may be too ill to be supportive...or, in some cases, there may be no family at all.

Does the natural support meet the person's needs?

Sometimes people prefer someone other than family to provide assistance. For instance, an adult with personal care needs may prefer a paid attendant to help with toileting instead of a friend or family member.

Peer Support: Neighborhood, School and Work

Play

Playing with neighborhood children and the children of friends are often the best way children with disabilities can form friendships with kids their own age. When people become used to seeing and playing with a child with a disability in their own neighborhood, it can *open the door* to other opportunities.

The DSP can help the family of a child with a disability reach out to others with children so they get to know each other. Children are remarkably willing to include a child with a disability if they are encouraged and supported to do so. Often it can help to plan special events or parties in the neighborhood or provide treats to all the kids to help them get to know each other. This is a good place to use the Community Connecting skills the DSP has learned.

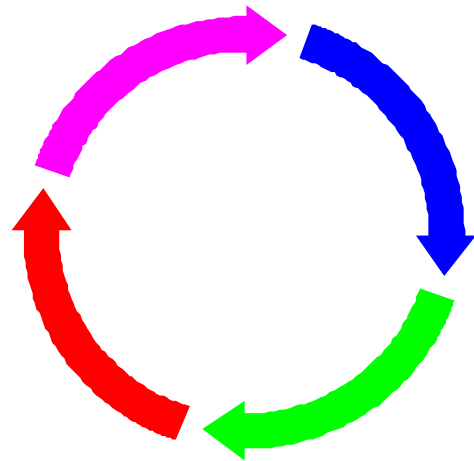
School

When children with disabilities were first able to spend time with children without disabilities in school, a lot of "special projects" got started that

matched up kids with and without disabilities. This caused many of the children without disabilities to act and feel like a teacher's helper instead of a friend. We are finding that when the opportunity is available and adults are encouraging, children with and without disabilities choose to spend time together. They all receive some value from each other. A special education teacher can be important in helping figure out how to adapt activities.

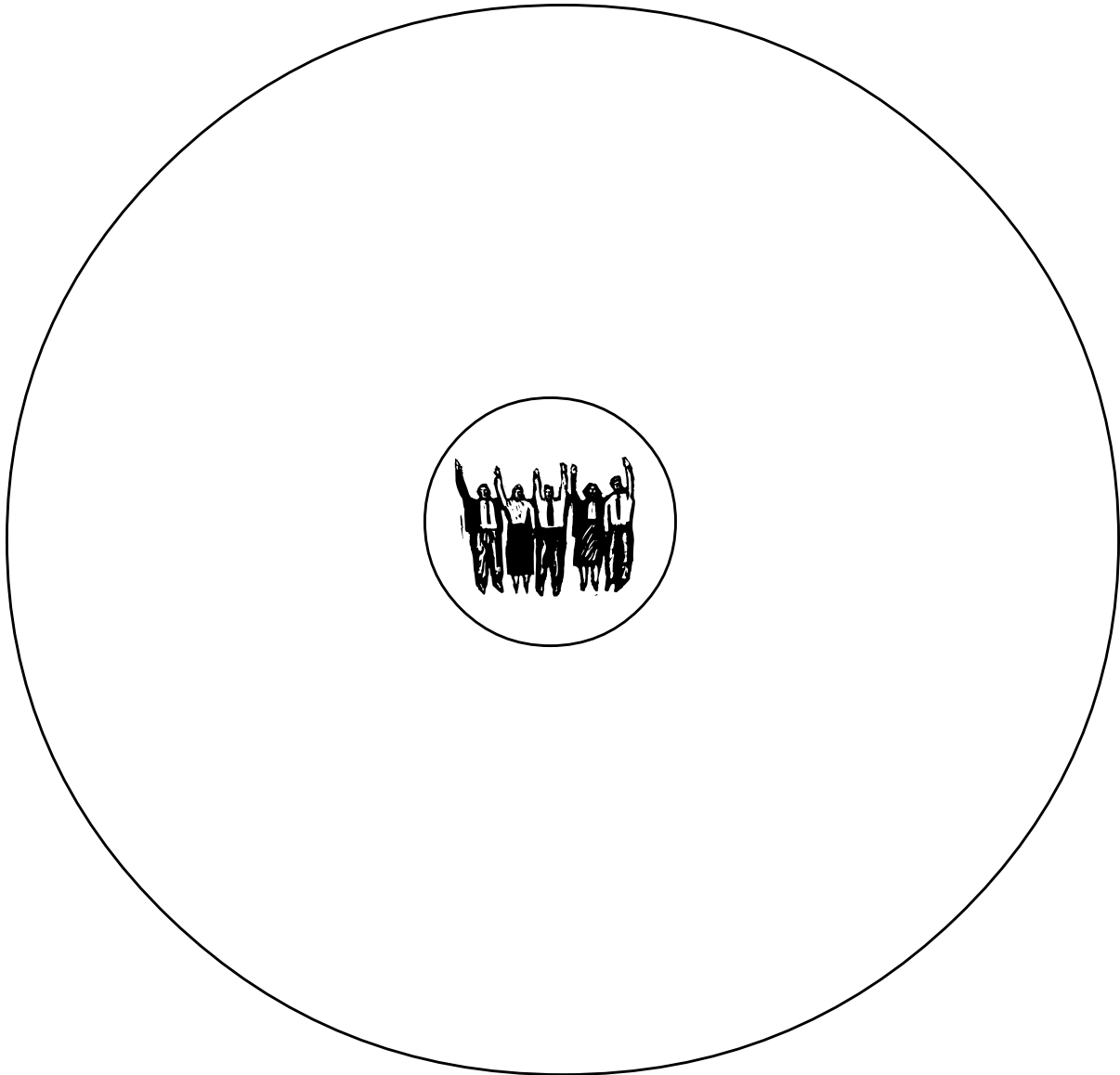
Work

There are people whose job is to be a coach for a worker with a disability. They are often called job coaches. Often, though, a paid job coach is not necessary. The job coach can provide training to co-workers, if necessary, and assistance in connecting within the workplace. There is plenty of evidence that co-workers can contribute a great deal to the quality of a person's work life and will develop relationships that extend to life after work (such as bowling leagues and parties). The DSP can use their Community Connection skills to support participation in those after-work activities.

**Some Additional Issues and Opportunities**

Many people (and families) do not like to ask for help. They may fear they won't be accepted or they don't want to bother other people. Or the person with a disability may have such challenging needs that those around the person feel "why bother." The DSP can help by talking to the person or family, making connections, thinking of modifications and going with the person or family to find supports.

Activity:
A Circle of Natural Support

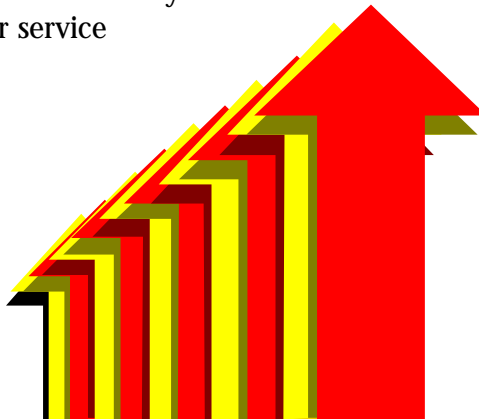


Who are the people in the circle of natural supports for someone with whom you work? Who are family, friends, staff members, community members, others that know and care about this person? With which people does this person like to spend time?

Information Brief

Associations or Community Organizations Exclusively for People with Developmental Disabilities

- 1) **People First** is a national self-advocacy organization that has many local chapters in California. People First can provide social opportunities as well as instruction in advocacy. Members often learn how to give speeches and become involved in local issues such as improving accessible transportation. There is an annual international convention where people with disabilities come together for seminars and fun.
- 2) **Best Buddies** is a national organization that pairs college students with children with developmental disabilities, somewhat like the Big Brothers/Big Sisters organization. Each Buddy commits to making contact weekly and spending time together a couple times a month. There are several Best Buddy chapters in California. The DSP can find out if one exists in his/her area by asking the regional center service coordinator.
- 3) **Special Olympics** was started in 1968 by Eunice Kennedy Shriver. This organization has matured in recent years and is trying to change its image to one where people with disabilities are respected as athletes. A program within Special Olympics is Unified Sports, which provides opportunities for athletes with special needs to participate alongside their peers who are non-disabled, for example, in road races and on community basketball teams.



Activity: A Role-Playing Exercise

Making Connections

Listed below are several situations involving three people: (1) an individual with a disability (or that person's family), (2) a person to be approached in hopes of getting access to community resource and (3) a DSP, who is going to act as a go-between. Choose one of the situations and have each member of your group play a role. Select another situation, and each person in the group should select a different role. Finally, repeat the exercise one more time, playing the remaining role. After three exercises have been completed, each person in the group will have played each role. Be prepared to discuss with the larger group what worked (and what didn't) in gaining access to community resources and natural supports.

Situation A:

- (1) Joe is a young man with autism. He uses few words. He jogs 20 miles a week and likes to run in local road races. He is new in town.
- (2) Raul is the head of a local running club, which has about 30 members. Raul is totally "into his sport" but has no experience with people with developmental disabilities.
- (3) As the DSP, your job is to introduce Joe to Raul, and to get Raul to help find someone willing to run with Joe once or twice a week and to take him to local road races.

Situation B:

- (1) Sally has just moved into town and wants very much to attend a Methodist church close to her home.
- (2) Rev. Anderson supports diversity, but wonders whether Sally might be more comfortable going to the neighboring developmental center to worship.
- (3) As the DSP, your job is to introduce Sally to Rev. Anderson, and to find a way for Sally to be welcomed into their church community.

Situation C:

- (1) Billy, who lives with his foster parents, has Down Syndrome and really likes baseball. He has been in Challenger baseball, but he wants to join a “real” Little League team. He is pretty good at batting, but he has a hard time catching and throwing the ball.
- (2) The coach is a man who believes all kids should be able to play Little League ball. He is worried about what the other parents would think if he lets Billy on the team.
- (3) Your job, as DSP, is to think of a way to convince the coach that Billy should be on the team (he’s really not a lot worse at baseball than some of the other kids.)

Situation D:

- (1) Candace has always wanted to be like her mother and be a member of the Soroptomists, a service organization for women.
- (2) Emily is the membership chairman for the local chapter. She is generous to a fault and likes to give money to charitable causes. She is hesitant, however, about how her fellow members might respond to Candace, who uses a wheelchair and has trouble understanding complex conversations. What if Candace is at a meeting and needs help to go to the bathroom or gets upset about something?
- (3) As the DSP, it’s your job to introduce Candace to Emily and to convince the Soroptomists to welcome her into the club.

Information Brief

Supporting the Supports

- **BE AVAILABLE TO ANSWER QUESTIONS**
- **MAY NEED TO PROVIDE TRAINING**
- **PROVIDE ENCOURAGEMENT**
- **DON'T FORGET TO "CHECK IN"**

Answers to In-Class Review

Using the words listed below, fill in the blank in each sentence.

first aid supplies

modifying

connector

friends

ASK

information

natural

natural support

specialized

work

FUN

encouraging

generic

1. The number one reason most people participate in recreation is to have FUN.
2. Services and supports available to everyone are called generic supports.
3. It is called modifying an activity if you make changes to make it easier for everyone to participate.
4. Three roles of the DSP in assisting people to participate in recreation is to provide information, be encouraging, and act as a connector.

5. Getting support from a regional center is using a specialized service.
6. The first thing you should do to figure out if a support is needed is ASK.
7. For children, friends often are made at school.
8. For an adult, friends are often made at work.
9. A final thing to keep in mind when supporting a person in a recreational activity is knowing where first aid supplies are kept.
10. If people at work help a co-worker, this would be using natural support.

If You Want to Read More About Leisure and Recreation

A Guide to Developing Community Connections

Compiled by Patsy Davies & Claudia Bolton (1996) Self-Published; available from Allen, Shea & Associates, 1040 Main Street, Suite 200B, Napa, CA 94559.

A user-friendly workbook that can help a DSP increase skills needed to connect people to community.

Don't Forget the Fun: Developing Inclusive Recreation

by Komissar, Hart, Friedlander, Tufts and Paiewonsky at Project Rec (1997)
Institute for Community Inclusion (UAP), Children's Hospital, Boston, MA 02115

An excellent, comprehensive manual that is very readable and well-organized. Includes such topics as "Developing Supports" and "Accommodation Strategies."

Lifelong Leisure Skills and Lifestyles for Persons with Developmental Disabilities

by Luanna Meyer, et al, (1995); Paul Brooks Publishing Co.; ISBN 1-55766-147-2

Provides information on teaching various leisure skills. Also includes forms and assessment strategies.

Inclusive Leisure Services

By John Datillo, Venture Publishing Co. (1994); ISBN 0-910251-68-1

Provides information about various disabilities, including blindness and other physical challenges. Also includes a summary of ADA and its application to leisure services.

Homework Assignment for Session #12: Your Test

Study the information in Session #12 about test-taking, review the *Key Words Dictionary* and the Resource Guides for all eleven sessions.